DOCUMENT RESUME

ED 301 552 SP 030 710

AUTHOR Neal, Larry L.
TITLE What's Going on Over There: A Pacific Rim Update.
PUB DATE 20 Apr 89
NOTE 15p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (Boston, MA, April 1989).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Foreign Countries; Global Approach; *International Educational Exchange; *Leisure Education; *Non Western Civilization; Scholarships; *Study Abroad; *Tourism

ABSTRACT

Horace Greeley was historically correct when he admonished the early pioneers to "Go West!" While historically insightful he was geographically limited. The West now extends beyond the borders and across the vast Pacific Ocean to the entire Pacific Rim. Characteristically, these countries are growing economically, politically, and socially with major world-wide influence. While this leadership and evolving dominance was not based on these countries' leisure influence, the rich history, culture and the melding of technological advances in the leisure industries of this region--to create high-quality leisure experiences--suggests that these Pacific Rim countries (e.g., Japan, South Korea, Hong Kong, Singapore, People's Republic of China, Tiawan, Australia, New Zealand, etc.) have much to offer the world through their leisure influences. The World EXPO in Australia with its theme, "Leisure in the Age of Technology," is but one example. This conference session chronicles the recent advances in leisure awareness and how leisure educators in the United States are networking to influence and be influenced. The role of the American Alliance for Health, Physical Education and Dance and similar associations with liaison to the World Leisure and Recreation Association will be explored. (Author)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED301552

WHAT'S GOING ON OVER THERE: A PACIFIC RIM UPDATE.

by

Larry L. Neal, D.Ed.
Associate Professor and Graduate Coordinator
Department of Leisure Studies and Services
University of Oregon

Presentation
before the delegates at the

AAHPERD/AALR Convention

Boston, MA

April 20th, 1989

Mailing Address: University of Oregon
Department of Leisure Studies and Services
Eugene, OR 97403

(503) 686 3351 Office
686 3396 Messages

BEST COPY AVAILABLE

SP030710

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

L. L. Neal

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Title: "What's Going on Over There: Pacific Rim Update"

Abstract:

Horace Greeley was historically correct when he admonished the early pioneers to "Go West"! While historically insightful -- he was geographically limited. The West now extends beyond the borders and across the vast Pacific Ocean to the entire Pacific Rim. Characteristically, these countries are growing economically, politically, and socially with major world-wide influence. While this leadership and evolving dominance was not based on these countries leisure influence; the rich history, culture and the melding of technological advances in the leisure industries of this region -- to create high-quality leisure experiences, suggests that these Pacific Rim countries (e.g., Japan, South Korea, Hong Kong, Singapore, People's Republic of China, Taiwan, Australia, New Zealand, etc.) have much to offer the world through their leisure influences. The World EXPO in Australia with its theme, LEISURE IN THE AGE OF TECHNOLOGY, is but one example. This conference session chronicles the recent advances in leisure awareness and how leisure educators in the United States are networking to influence and be influenced. The role of AAHPERD and ICHPER with AALR liaison to the World Leisure and Recreation Association will be explored.

Dr. Larry L. Neal, Associate Professor, Dept. of Leisure Studies & Services, University of Oregon, Eugene, OR 97403. Phones: Work: 503 686-3351 or 3396.

WHAT'S GOING ON OVER THERE: A PACIFIC RIM UPDATE.

A New and Popular Program:

In theory, when diverse cultures are kept separate and are nurtured they can flourish in isolation but they will not harbor understanding, peace and the sense of "world community." It is the premise of this paper that greater understanding comes from greater interaction amid and among nations and international educational exchange is a popular and growing process. This is predominantly done during ones leisure when individuals have time, coinage, and an attitude of exploration; as opposed to a work/task oriented lifestyle. This paper presents a plan to draw together serious students of the phenomenon of leisure from different countries. Graduate students (masters and doctoral students alike) are selected from Pacific Rim countries to enroll in the University of Oregon's Department of Leisure Studies and Services. The curriculum includes an emphasis in Pacific Rim Studies in Leisure and Tourism, allegedly the first such specific emphasis within the recognized college/university in the United States offering degrees in parks, recreation, leisure and cultural services. The University of Oregon is in its 34th year and is recognized internationally for both its breadth and depth of study in the parks/recreation/leisure disciplines. Currently seventeen international students (six doctoral and eleven masters) are enrolled; thirteen from the Pacific Rim countries of Australia, Canada, Japan, People's Republic of China, Singapore and South Korea. Clearly, there is an international interest in the formal study of both the phenomenology of, and the management of leisure. This "critical mass" of foreign students has a specific focus on two thrusts: (1) the phenomenon of leisure, or why people do what they do, and (2) how leisure is organized and managed, including public policy development related to such diverse areas of concern as how natural amenities are maintained, and the creation and promotion of such diverse elements as cultural arts and sport, as examples. International students provide a rich environment for learning by the "nationals." All the students receive the accredited curriculum offerings

while at the same time, the leisure customs and public policy perspectives of all countries are investigated, compared and contrasted. This cross cultural study is deemed essential for the effective management of the dimensions of parks, recreation, leisure and cultural services in the global society on "spaceship earth."

The University of Oregon, while not solely responsible for training international students in this profession, is considered the "flagship institution" for Pacific Rim Studies because of the concentration of students electing to matriculate. In 1987 about 1500 international students, (nearly ten percent of the student body) attending the University of Oregon from 72 countries of which 11 are in the Pacific Rim. This popular Pacific region with its growing affluence and the favorable dollar exchange, accounts for nearly 1000 students or approximately two-thirds of the international enrollment. Because of the Department of Leisure Studies and Services' emphasis on international travel and tourism, foreign students constitute over twenty percent of the graduate enrollment in this department; nearly twice the university average.

Shifting Global Influence:

At the 1988 Democratic National Convention the spokesperson for the Hawaiian delegation, in the moment before declaring the vote of their state offered a common perspective when he introduced the state of Hawaii as the Stepping Stone to the Future through the Pacific Rim. Contemporary observers have likened the thrust of influence for the United States as a wave sweeping from east to west in which the major sources of influence and interaction for this great nation has been Europe for centuries up to the mid 1800's; the North American continent until now; and the Pacific Rim currently and in the future. This is true of commodities, culture and commitment and it has great bearing on the public policy to be established for the Global Society. This is not a new thrust, Mainliner Magazine (Feb. 1986, p. 67) presented this same view of Hawaii -- from the standpoint of critical positioning: both in time and geography:

> ". . . Paraphrasing President Theodore Roosevelt, millionaire mogul David Murdock spells out a stirring message of hope and dreams for America's fifieth state." "Western history began with the Mediterranean era,

> passed through an Atlantic era, and is now moving into the Pacific era,' he proclaims. 'My dream isn't as old as Teddy Roosevelt's observation. But I know we are at the dawning of the age that will be called the Pacific century --- and Hawaii is strategically located at the hub of the Pacific Basin and can play an important role.'
>
> ". . .tourism's influence, already staggering, continues to grow. This year ['86] visitor spending is expected to top $5.3 billion and total visitor arrivals should pass the five million mark, including more than a million Japanese.
>
> ". . . Hawaii has a valuable business edge over many other places . . . because of its geographical location and cultural mix. Midway between the major cities on the U. S. mainland and those of Asia and Oceania, Hawaii lies in a time zone that makes it possible to do business in a single working day with both West and East. When it's late afternoon in New York, for instance, it's the start of the working day in the islands. And before that day is over, executives in Tokyo, Seoul, and Jakarta have started work the following morning.

Coupled with this "wave of influence" and "critical positioning," is the rapid expansion of that dimension of one's life -- leisure. For purposes of this thought piece, leisure is defined as one's discretionary pursuits of both attitude and activity embodied in time. The greater understanding and appreciation of the interest and expressed importance of leisure is worthwhile to address; but the broader overview of the nature and extent of foreign travel to further one's education is likewise important. A quick look at the nature and amount of international travel for higher education is in order.

International Students in the United States:

In the 1986/87 issue of Open Doors: a Report on International Educational Exchange, many comparative facts are given regarding the degree to which students travel internationally to gain college/ university degrees. Based on the information from UNESCO Statistical Yearbook 1986, there is an estimate of 1,047,606 foreign students* internationally. A total of 36.9 percent studied in the United States. In absolute numbers the U.S. has attracted 2 1/2 time more international students then France, the second highest host country. Canada (ranked 6th with 35,365 students), Australia (ranked 19th with 10,792 students), and Japan (ranked 20th with 9,523 students, are the only other Pacific Rim countries that are attracting large numbers of international students to come visit their country and study. [*defined as ". . anyone who is enrolled in courses at institutions of higher education . . who is not a citizen or an immigrant(permanent resident). Persons with refugee status

are included."] Together, the five leading countries (U.S., France, Germany, U.S.S.R., and the United Kingdom in descending order) accounted for 70.4 percent of the world total. The figures of international students entering the United States has steadily grown by nearly two percent annually with nearly 350,000 being reported for the 1986/87 academic year. The expanding interest and rapid growth of the East Asia** and Southeast Asia*** is reflected in the numbers/percentage of the whole from these countries. The 1986/7 figures show nearly 171,000 international students from 15 East/S.E. Asia countries, or nearly half of all international students entering the Unites States for formal study. This constitutes nearly a nine percent increase over the previous year. [**East Asia in terms of largest number of students traveling for formal schooling are Taiwan, China, Korea, Japan, Hong Kong] [***Southeast Asia = Malaysia, Indonesia, Thailand, Singapore, Philippines]. Figure 1 on the following page gives an overview of the magnitude of the student influx from foreign countries into the United States.

Concept of Leisure -- Internationally:

A central theme or assumption acknowledged by historians and contemporary observers is that leisure has been around for a long time; that it is neither positive or negative, but it is a force to be dealt with. The element of discretion alluded to in the definition has allowed for discussion, disagreement, division, debate. It was Edward C. Lindeman (1969) who observed:

> In ancient Greece the problem of leisure became an important subject for statesmen. Indeed, it is asserted by some interpreters that the very idea of democracy arose when several fathers found it expedient to discuss the leisure-time behavior of their sons. Following this discussion these fathers agreed upon a common set of rules which were to apply to all the sons of all the families involved. This mutual agreement represented a pact based upon consent and thereby substituted collective authority for the hitherto arbitrary authority of individual fathers.

Charles Brightbill, a leisure educator and philosopher expanded upon the historic concern of this dimension of one's life in the same text, saying " . . . As leisure looms larger on the social horizon, it will receive increasing attention from the social academicians who are adept at presenting facts everybody knows in terms nobody understands." (Brightbill, 1969) Our challenge then is to continue to seek to understand LEISURE in its many dimensions: Social, Economic, Cultural, Spiritual, Aesthetic and Political.

Figure 1. International Students in the United States: A Profile - 1986/87.

OF THE 349,609 international students identified as studying in the United States in 1986/87:

141,250	40.4 % are Bachelor's
146,100	41.8 % are Graduate Students (first time in over two decades that graduates exceeded undergraduates)
224,950	64.3 % are supported personally or by family
52, 880	15.1 % are supported by the U.S. sponsoring college/university
35,080	10.0 % are supported by home government/university
240,730	68.9 % are Male
108,880	31.1 % are Female (highest proportion in the history of the census).
278,580	79.7 % are Single
71,030	20.3 % are Married
147,259	42.0 % of all students attended the top 85 colleges/universities; therefore it the remaining 58 % are were spread throughout the remaining approximately 2500 colleges/universities in the United States.
32	Broad "Major Fields of Study" categories; "Parks & Recreation" is one.

The number of Parks & Recreation International Students Reported	1984/85	200	From Open Doors, (1986/87, Table 3.0, pg. 24)
	1985/86	230	
	1986/87	250	

Leisure, a Central Value; A Medium for Actualization:

Fellow leisure educators, you do not need to have the concepts and importance of such dimensions as leisure, recreation, and play defined and discussed. But the world does not perceive these vital forces as we do, collectively. To those not schooled in our basic thoughts and beliefs, I have often explained the relationship of recreation and leisure to the importance of life by playing down the actual values of recreation and leisure and playing up the fact that they are merely a MEDIUM through which one's individuality, uniqueness,

sense of self and worth are harbored. On the surface this seems to demean the role or value of recreation and leisure, but to the contrary, it shows that this dimension of one's life is the essence of individuality, creativity, uniqueness for each person, family, neighborhood, region, nation, -- the world.

In order to clarify this point the symbols of water and faucet are used. Water is central in the sustaining of life. It is essential. In developed countries faucets are common, as is water. But we cannot, we must not take either the water or the faucets for granted. They allow for easy access to the sustenance of life maintenance - -water. If water is essential than we must acknowledge and appreciate the convenience/importance of pipes that transport the water to us so quickly and efficiently. But, do we worship the pipes? No. Pipes are viewed as Mediums through which life sustaining resources can be delivered. Put in this perspective, pipes are dutiful servants in allowing the recipients of water to at least sustain life, maybe to be fully enhanced/refreshed. And so it is with recreation and leisure -- they are mediums through which life can be sustained and enhanced.

Within the academy, at least at the University of Oregon where we are undertaking the serious study of both the phenomenon of leisure and the management of programs and environments, four descriptors are utilized to symbolize the diversity of our domain: Parks, Recreation, Leisure and Cultural Services. Parks are emblematic of the physical environment and are meant to imply both structures and open space, man-made and God given. Recreation represents the dimension of program; activity engaged in to satisfy one's innate force to express. Leisure embodies both thought/attitude and time. Leisure has many options/choices. Leisure can be viewed as a commodity to be used, bartered, traded for work, etc. Cultural Services is singled out because of the enormity of this program dimension. More people engage in cultural pursuits in an organized way than sports. This includes the largest proportion in most cultures which pursue interests in libraries, museums, concert halls, theatres, etc.

In addition to the parks, recreation, leisure and cultural services dimensions explained briefly above, the contemporary thrust of the field is toward travel and tourism -- distinct aspects of the leisure industry. Travel is big business as witnessed by the quote in a recent doctoral dissertation:

> **The World Tourism Organization [W.T.O.] estimated that in 1986 world spending for domestic and international travel to places more than twenty-five (25) miles from home exceeded $2 trillion. To put this amount in perspective, the United Nations estimates that on an annual basis the combined amount spent by the world's military establishments is $900 billion, or less than one half that of travel spending. The two trillion dollars spent annually makes the travel industry the largest single economic activity in the world. . . Travellers have a major impact on employment, trade, and commerce in the international marketplace. Expenditures of tourists in the United States represents approximately one-quarter of the world's total tourism spending. In 1986, tourists' expenditures were estimated to have reached $492 billion. Thirteen percent of the U. S. labor force, or 14.7 million jobs, are directly or indirectly supported by tourism spending. . . . Reports from various components of the tourism industry have forecasted continued growth. . . The number of travel agency locations grew from 28,933 to more than 30,000 in 1987, a 6.4 percent increase from 1986. . . commissions paid by airlines to travel agencies amounted to $3.2 billion in 1986, a 2 percent increase over 1985. Projections through the year 1990 by the airline industry estimate the volume of airline travel to grow annually by 6.6 percent. Most travel takes place in the family car. (Christiansen, 1988)**

While domestic travel accounts for a large proportion of tourism, the aspects of international travel and more specifically travel related to seeking a greater understanding of different countries and cultures has risen exponentially as well. This author is familiar with many educational/travel related programs. The two most notable programs which should be singled out for their successes, and to draw indirect relationships to the proposed Pacific Rim Studies in Leisure and Tourism program at the University of Oregon include the academic Fulbright International Education Exchange Program and the Citizens Ambassadors People-to-People Visitation Program. Both these programs draw from highly trained, interested and internationally committed colleagues who transcend the distance of space and time to interact with individuals of different cultures and to more fully appreciate both the differences and similarities of their global brothers and sisters.

The Institute of International Education [IIE] was founded in 1919 to "promote peace and understanding through cultural and educational exchanges." Forty-four years ago IIE took on the administrative responsibilities of the Fulbright Program which to date has

sponsored over 80,000 individuals in foreign countries. Open Doors (1986/87) states, "At present IIE is the largest education exchange." Their offices are located at 809 United Nations Plaza, New York, NY 10017; (212) 984-5345. While there are many institutional exchanges between colleges and universities, the Fulbright Scholar program allows for both the educational exchange but also, in most cases, the opportunity to see much of the foreign country and meet the people and share common values while at the same time more fully understanding the social, economic, political uniqueness of the nearly one hundred and forty countries where the program has been implemented. There is no adequate way to effectively measure the direct and concomitant benefits of this far reaching program.

An equally dramatic and extensive program is that of the People to People Program initiated by President Eisenhower in 1956. It is either ironic or totally practical that the only contemporary President of the United States of America who had, through his perspective and experience as Supreme Allied Commander of all U.S. military forces, come to the conclusion that only through private citizens reaching out in friendship to the people of other nations, could we make a significant contribution to world peace. In 1956 President Eisenhower called a White House conference to seek new programs in international relations beyond those currently tied with official diplomatic channels. From this the People to People concept was established with a strong sense of commitment AWAY FROM national self-interest and TOWARD common interests among citizens of all countries. Such programs as the Citizen Ambassador Program where professional, technical and scientific specialists meet to engage in a dialogue of common professional interest; the High School Student Ambassador Program is a parallel counterpart to the adult program; the Pen Pal Program of correspondence between countries -- now done by electronic mail even; and the Sister City Program; and many other youth programs such as the Agricultural Youth Exchange and National Student Chorale -- are all examples of nearly forty different programs. All such programs have a common theme, the understanding that communication (either a personal visit or through letters) will result in greater understanding and mutual respect. I personally headed up two professional delegations of park and recreation

professionals through this program and attest to the immediate values and also the long range, concomitant benefits of meeting and greeting colleagues in other countries/cultures. In fact, it was a direct outgrowth of such a program, coupled with the insight of Dr. Christopher Edginton, that the Pacific Rim Studies in Leisure and Tourism Program evolved. Rather that take Mohammed to the mountain (e.g., the majority of our leisure studies students of the U.S. to foreign countries), we have instituted the Pacific Rim Studies Program to "bring the mountain to Mohammed, (e.g., the wealth of different graduate students from Pacific Rim countries in leisure studies to the University of Oregon campus).

The process of positioning ourselves to encourage scholars to collect in one university, to experience the advanced degree curriculum together; to be accountable for researching their own country's parks and leisure services delivery public policies and presenting this information in the collective forum -- provides a contemporary curriculum to prepare the countries of the Pacific Rim to learn from each other as well. Synergism is an overused term, but the fruits of the process of developing a community of scholars focusing on the similarities and differences between Pacific Rim country's leisure policies, is indeed progressive, positive, plentiful, and already has proven to be productive. Only time will tell about the benefits derived, but the authors of this program were so bold as to state some two years ago, during the early stages of the curriculum planning ". . . It is not presumptuous to suggest that these leisure scholars should apply for entrance into the University of Oregon program, study in residence and seek graduation with the goal of providing leadership to the establishment and continuance of a Pacific Rim Society for Leisure and Recreation." [Later suggested to be called the Asian Leisure Association (ALA)]. In an international address to leisure services specialists in Brisbane, Australin, in conjunction with the International Exposition entitled Leisure in the Age of Technology, Dr. Michael Watkins cited many examples of growing pains the Pacific Rim countries where having as they attempt to cope with new-found (or hoped for) leisure. He further delienated and challenged the profession with these remarks:

"What the previous observations and reports have demonstrated, are small but relevant examples

as to how in the forthcoming century, the relationship between the nations of the Pacific Rim will assume a new level of interaction and complexity. Within the context of leisure, such relationships clearly require a new commitment that seeks to understand and investigate their implications. This commitment may take various forms but should include:

1) academic and professional exchange programs;
2) cross cultural conferences that bring together academics, industrialists, politicians and other interested parties; and
3) increased efforts in the area of cross cultural research and publications specifically applied to leisure. (Watkins, 1988)

Summary, Conclusion, Challenge:

While there is an influx of students from developing nations to their developed counterparts, there is a limited transference of students on the undergraduate and graduate levels attending major/accredited colleges and universities in the speciality areas of parks, recreation, leisure and cultural services. The Pacific Rim Studies in Leisure and Tourism is alleged to be the first specialized study program for this rapidly growing, affluent and leisure conscious region of the world. The joint subject areas of leisure management and the phenomenology of leisure merit serious investigation by graduates students from throughout the world. Such a program has been established at the University of Oregon.

The fact is, because of the rapid development in the Pacific Rim countries, leisure and tourism are seen as growth industries for their countries as well as valued pursuits of their own countrymen. For this reason, and with the current favorable exchange rate, many more international students are electing to study abroad; over one-third of all such students are electing to enroll in institutions of higher education in the United States. The challenge specific to leisure studies, is to inform these countries and especially high ranking government officials responsible for travel and tourism (as well as broader leisure, sport and culture activities) about the Pacific Rim Studies in Leisure and Tourism Program at the University of Oregon. Select scholars from these countries are encouraged to make application into the masters degree or doctoral degree program for advanced study along with many other scholars from both the United States and many of their neighboring Pacific Rim countries.

Yet another challenge and commitment is to underscore that there is a definite need

for many more such programs in higher education. The University of Oregon does not wish to be found unique in that it is the only such special study program. The need for as many as six or ten such programs throughout North America is foreseen. With the close review and scrutiny of the Pacific Rim Studies Program, other leisure educators/scholars /administrators are encouraged to visit the program, make contact and possibly develop a network so that visiting international students might study on several campuses, to gain even a broader perspective of their hosts country. It is obvious that there are considerable benefits to international study. Those benefits are derived by both the host and guest. Greater understanding and appreciation of varied cultures, customs and socio- political, economic, religious patterns are all specific and concomitant benefits. It would be well if specific measurable benefits could be isolated and studied to help in justifying the expansion of such cross cultural educational enterprises.

Bibliography

Addison, Paul
1986. Hawaii: Nine to Five - O. United Mainliner, Feb. pg. 67.

Brightbill, C.K.
1969. in Brantley, H and H. D. Sessoms. Recreation: Issues and Perspectives, Wing Pub. Inc., p. 120.

Christiansen, Dale
1988. doctoral dissertation, University of Oregon, citing Organization for Economic Cooperation and Development, pg. 1.

Lindeman, E.C.
1969. in Brantley, H and H. D. Sessoms. Recreation: Issues and Perspectives, Wing Pub. Inc., p. 73.

_____,
1987. Open Doors (1986/87) Editor, Marianthi Zikopoulos, Institute of International Education, 809 United Nations Plaza, New York, NY 10017, pp. 182.

Watkins, Michael.
1988. "Leisure in the Pacific Rim: A Preliminary Review," unpublished paper delivered at the World Exposition; International Conference on Leisure in Technology, Mt. Gravatt Campus, Brisbane, Australia, August, 1988, pp. 9.